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ОСНОВНЫЕ ЭТАПЫ СОВРЕМЕННОГО УРОКА. РЕФЛЕКСИЯ

Аннотация. Рефлексия помогает ученикам сформулировать получаемые результаты, переопределить цели дальнейшей работы, скорректировать свой образовательный путь. Но без помощи учителя ребёнок не научится управлять собой. Именно единство целей учителя и ученика ведёт в конечном итоге к определённым результатам, когда каждый ученик может дать оценку своей деятельности на уроке.

Ключевые слова: рефлексия, деятельность, результат, мотив, познавательный интерес.

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THE MAIN STAGES OF A MODERN LESSON. REFLECTION

Abstract. Reflection is an essential stage of a class that gives the feeling of completion and achievement of the goal. Once students can explicitly formulate what they have learned in the class, what cognitive difficulties they experienced, this, on the one hand, indicates that they really set a goal and attempted to achieve it, and on the other hand it shows that their self-assessment is actively working. It should be noted that students' adequate academic self-evaluation does not arise by itself, it is formed with the help and on the basis of evaluative judgments of the teacher.

Key words: reflection; activity; result; reason; educational interest.

Nowadays the development of personality that is prepared for self-education, self-improvement and self-development is the top-priority aim of the concept of education. One of the main goals of school is the development of pupils' ability to control their activity reflexively as the source of the motive, the ability to learn and educational interests.

The peculiarity of new national educational standards is their direction to universal learning activities, among which are universal reflexive abilities. It's important to develop the ability of understanding the reasons why learning activity is successful or not, and the ability of acting constructively even in situations of failure.

Reflection is the most important stage of a modern lesson. What is reflection? It originates from the Latin word "reflexio" meaning back reference [6]. Some dictionaries (for example, Oxford English Reference) determine reflection as thinking about an internal condition or self-understanding. Modern pedagogical science determines reflection as self-analysis of activity and its results [4].

Reflection helps pupils to formulate receiving the results they get, to determine the aims of further work and correct their educational route. However, a child's capacity for self-regulation is not developed enough, therefore teacher's help might be needed. Only the unity of teacher's and pupil's aims can lead to the intended results, when each pupil can evaluate work and academic progress in the class. It can be exciting and important for a pupil.

There are various kinds of reflection:

- 1) by form of speech it can be oral and written;
- 2) by mode of activity – individual, collective and carried out in groups;
- 3) by ways of realization – a questionnaire, an interrogation, a picture and many others;
- 4) by function – physical, sensory, intellectual;
- 5) by objective – reflection of emotional state, reflection of activity, reflection of educational content.

A specific type of reflection is *the reflection of the subject's content*. It can be used in order to determine the level of the material acquisition. Relevant to this type of reflection might be the following teaching techniques:

- "Plus – minus - interesting" [6]. The teacher draws a chart on the blackboard consisting of three columns. If children liked something at the lesson they put it into the column "plus", if they didn't like or were bored during some part of the lesson, they can use the column "minus", the section "interesting" is for those activities which were interesting during the lesson.
- "Cinquain" [7] is a five-line poem based on the content of the material under the study. The

first line contains one main word of the topic of the lesson, the second line – two adjectives characterizing this topic, the third line – three verbs naming the activity, the fourth line – a short sentence on the topic of the lesson, the fifth line should have the synonym of the main word.

- “Three Ms” [1]. Pupils are asked to name three moments which were the best during the lesson and to suggest what can improve their work at the next lesson.
- “Message” [1]. Pupils write 11 words of the greatest importance for the topic of the lesson.

According to the modern approaches a pupil should discover the content of the lesson, as well as thoroughly think over the appropriate methods and strategies and be able to choose the best of them.

The reflection of the activity is used while checking up home assignment or projects. This is how it can be arranged.

- “Success ladder” [5]. Pupils are suggested a picture of a ladder drawn on the blackboard to put a check marking their work during the lesson.
- “Five” [2]. Children draw a picture of their hand and write the most important things about the lesson on each finger. The thumb – something interesting, the index finger – something difficult, the middle one – something that was not enough, the ring finger – the mood, the little finger – the suggestions.
- “Pantomime” [2]. Using it pupils show the results of their work. If they are satisfied they raise their arms up, unsatisfied – heads down, indifferent – close the face with arms.

It's more efficient to do *the reflection of mood and emotional state* at the beginning of the lesson in order to create emotional connection with children, and at the end of the lesson. The ways of doing this are:

- “Smiles” [3]. Different faces show the emotional state of pupils.
- “Two pictures” [3]. Pictures with different types of landscape show the mood of children.
- “Compliments” [5]. Children pay each other compliments at the end of the class evaluating their work during the lesson.
- “Sun and cloud” [5]. The teacher has a picture of the sun in one hand and the picture of the sun in another; children have to choose one of them according to their emotional state.
- “Wish chain” [5]. The teacher starts the game giving some object (like a toy, a ball, or something else) which is passed from one pupil to another and they wish something to each other.

The profession of a teacher has no limits to career development. There are always new ideas and wishes to change something. Any creative teacher is in permanent search. There are some important reflexive questions: What am I doing? What for? What are the results of my work? How did I achieve it? Can I make it better? What are my plans for future? While we are asking ourselves these questions, the process of our development is going on. As soon as we stop at some achieved point, our professional development stops as well. Therefore, reflection is an essential condition for self-development of both the teacher and the pupil.

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